



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Title I -1003(g) School Improvement Grant Renewal Application SY 2019-2020

Cohorts 6 - 8- Transformation Model

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	Evansville Vanderburgh Schl Corp.	Corp #	7995
School	Washington Middle School	School #	8369
Superintendent Name	Dr. David Smith	Email	david.smith@evsck12.com
Title I Administrator Name	Velinda Stubbs	Email	velinda.stubbs@evsck12.com
Principal	Michele Branson	Email	michele.branson@evsc.k12.in.us
Telephone	(812) 477-8983		
SY 2019-2020 Allocation	\$80,344.57		



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	June 6, 2019
Application Due	Renewal application must be submitted to IDOE	July 8, 2019
Application Review	Renewal applications reviewed by IDOE	July 8, 2019 – August 30, 2019
Notification and Funds Available	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	August 30, 2019
SY 18-19 Artifact Due	Outcome Artifact from SY 18-19 will be emailed to 1003g@doe.in.gov	June 30, 2019

Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

Federal Program Title:	School Improvement Grant
Federal Agency:	U.S. Department of Education
Pass Through Agency:	Indiana Department of Education
CFDA Number:	84.377A
Award Name:	School Improvement Grants
Grant Award Number:	S377A00190015A



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Instructions: Please complete the table below regarding who was involved with the grant process.

Staff Members Consulted and Part of the Renewal Application Process

Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Tammy Dexter	Director of School Support
Michele Branson-Bopp	Principal
Aaron Meyer	Assistant Principal
Maura Cravens	Mentor Teacher



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Part 3: LEA and School Assurances

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:

Title I Administrator Signature:

Principal Signature

J. B. Smith
Minda J. Smith
Michele Branson-Bopp, by Tammy Dexter

Date:

Date:

Date:

6-20-19
6/19/19
6/25/19



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Part 4: Achievement and Leading Indicators SY 18-19

SIG Achievement and Leading Indicators											
Achievement Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	43.3	64.3	38.3	69.3	26.2	44	28.3	47		50	
Percent of students proficient on ISTEP (ELA) (3-8)	47.5	67	44/5	71.7	41.3	50	39.7	53		58	
Percent of students proficient on ISTEP (Math) (3-8)	39.3	60.6	32.3	65.6	36.3	41	35.8	46		48	
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	N/A										
Leading Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the School Yr. students are required to attend school	76,500	76,500	76,500	76,500	76,500	76,500	76,500	76,500	76,500	76,500	76,500
2. Number of daily minutes of math instruction	82	82	82	82	82	82	82	82	82	82	82
3. Number of daily minutes of ELA instruction	82	82	82	82	82	82	82	82	82	82	82
4. Student attendance rate (must be % between 0 and 100)	96.5	96.5	96.7	97	96.95	97	94.4	97.5	94.31	97	



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Leading Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	236	225	217	214	224	215	256	210	102	100	
6. Expanded Learning Time (total number of hours offered)						400	400	400	400	400	
7. Number of discipline referrals	656	600	846	800	902	800	708	650	671	600	
8. Discipline incidents – number of suspensions and/or expulsion	105	100	34	50	SUS--45 EXP--18	SUS--45 EXP--15	SUS--54 EXP--13	SUS--40 EXP--12	SUS--85 EXP--20	SUS--40 EXP--12	SUS-- EXP--
9. Distribution of teacher performance level on LEA's teacher evaluation system	IN-- IMP-- EFF--25 HEFF--1	IN-- IMP-- EFF--25 HEFF--1	IN-- IMP--1 EFF--26 HEFF--	IN-- IMP-- EFF--25 HEFF--2	IN-- IMP-- EFF--18 HEFF--10	IN-- IMP-- EFF--23 HEFF--5	IN-- IMP-- EFF--22 HEFF--6	IN-- IMP-- EFF--21 HEFF--6	IN-- IMP-- EFF--21 HEFF--6	IN-- IMP-- EFF--20 HEFF--7	IN-- IMP-- EFF-- HEFF--
10. Teacher attendance rate (must be a % between 0 and 100)	93.6	94	93	94	93.3	95	91	94	94.57	95	
11. Teacher retention rate (must be a % between 0 and 100)	63	70	72	80	78.6	80	80	82	99.6	84	

***Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Part 5: Analysis and Outcomes

Instructions: SIOT Activity: (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 18-19—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 18-19—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 19-20 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis

Strengths:

- Conditions are set (students are ready to learn)
- Leadership team use of data
- Intentionality (effort/impact)
- Teacher understanding of relationship between teacher practice and student achievement.
- Strong culture of feedback and coaching
- Teachers own the work
- Student Support Team - systems in place to identify and support academic, behavior and social emotional needs of students
- Principal is the instructional leader of the building and provides pd and coaching
- Positive building culture/climate
- Increased academic, behavior and social/emotional supports
- Use of data to drive instructional decisions

Areas of Improvement:

- Inconsistent target/task alignment - not meeting the rigor of the standard
- Family engagement
- Clear communication/collaboration across teams
- Inconsistent opportunities for students to engage in independent struggle
- Improved system for monitoring coaching feedback to drive PD and teacher development

Opportunities:

- Leveraging PLCs and coaching
- Increase the quality of parent engagement
- Improve communication between school and families regarding academic performance of students and opportunities for parents to support learning
- Implementation of Readers/Writers Workshop model
- Increase time students work independently on tasks

Threats:

- Change in state-wide assessment/accountability system
- Negative environment statewide for education/teachers
- High numbers of students who are 2 or more years behind grade level when they enroll as 6th graders
- Continued negative perception of Washington Middle School in the community



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Projected Outcomes for SY 19-20

- Increase ILEARN assessments Math and ELA pass rates. (Performance)
- Increase the number of students who catch up, keep up, or move up on the ELA and Math ISTEP assessments. (Growth)
- Utilize and refine coaching cycles aligned to professional development to support teachers in implementing strategies to increase student engagement and academic achievement.
- Increase the number of students who use of Regulation Station.
- Decrease daily office referrals by 10%.



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Part 6: SIG Implementation SY 2019-2020

Instructions: IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY19-20 action steps.

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Budgeted Items	Measurable Outcomes
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Develop School Leadership Effectiveness	<p>Support school leadership in prioritization, goal identification, and selecting fidelity and short-term metrics aligned to S-SIP Planning and Monitoring. Initial school improvement plan will be created independently by the principal and her designated team and then reviewed by DSS. Feedback will be incorporated by the team as needed. <i>Director of School Support</i></p> <p>Check in weekly with the principal to monitor activities and progress monitor school improvement plan, understand key priorities and current challenges, and brainstorm solutions. – <i>Director of School Support</i></p> <p>Utilize management tools and systems to monitor key issues and challenges and track support, coaching, and evaluation observations for both principal and Director of School Support in collaboration with Mass Insight Education. - <i>Director of School Support/ Coaches</i></p> <p>Evaluate the principal based upon IDOE's School Leadership Effectiveness rubric and the EVSC administrator evaluation tool (twice yearly). Results are communicated to IDOE as needed. -<i>Director of School Support</i></p>	<p>On-going SY 19-20</p> <p>weekly, SY19-20</p> <p>on-going, SY19-20</p> <p>on-going, SY19-20</p>	<p>% salary of Director of School Support</p>	<p>The DSS will use the SIP (School Improvement Plan) and progress monitoring tools developed through Google forms to ensure alignment of school work with school goals.</p> <p>IDOE's School Leadership Effectiveness Rubric</p> <p>EVSC's administrator evaluation tool</p>



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

	Provide mentoring and coaching to school leadership. <i>DSS, MIE</i>	on-going SY19-20	% DSS Salary % of MIE contract	Principal Dashboard/Principal Goals
Develop Teacher Effectiveness	Participate in the district Middle School Support Model network year 2 (in partnership with Mass Insight Education) to improve coaching and feedback to teachers. <i>Principal, Assistant Principal, Coaches, DSS</i>	On-going SY19-20	% of DSS salary; % of MIE contract	Washington will set goals for coaching cycles and track on google docs.
	Utilize the leadership team coaches to provide feedback and differentiated coaching support to all teachers. <i>Principal, Leadership Team</i>	On-going SY19-20		Coaching tracker
	Provide PLC and collaborative planning time for all teachers every week. <i>Principal, Assistant Principal, PD Sub, District Coaches</i>	On-going SY19-20		Washington's master schedule includes daily plan/collab time for all teachers.
	Provide additional resources in classroom via mini classroom grants initiative. <i>Principal, Assistant Principal, Director of School Support</i>	Fall 2019	Teacher Mini-grants - 12,500	Teachers submit requests to DSS to ensure resources are appropriate and aligned to school goals.
	Continue to provide opportunities for teacher leaders to attend advanced Kagan Training (ie - Kagan Trainer, Kagan Coaching, etc) and/or other appropriate coaching professional development in the summer. <i>Principal, Assistant Principal, Director of School Support</i>	Summer 2020	5,000.00	Request for professional development forms; certificates of successful completion. Teacher leaders/teams will provide professional development to the faculty during faculty meetings.
	Continue to provide opportunities for teachers and teacher leaders to grow professionally through teacher leader led book studies. <i>Principal, Assistant Principal, Leadership Team, Director of School Support</i>	on-going SY19-20	PD Materials 1,000	Sign-in sheets for Book Study Meetings
Implement Comprehensive	Refine roles/responsibilities of leadership team (new BSW and DSS) to maximize the capacity of the new team and to build on strengths. <i>DSS, Principal, Assistant Principal, MSW, BSW,</i>	Summer 2019 Beginning of school	% BSW Salary	Communication of roles/responsibilities will occur at beginning of school meeting. Changes during the year will be communicated to staff via email and/or faculty meetings.



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Instructional Reform Strategies	<p><i>Counselor</i></p> <p>Continue to develop, refine, and utilize systems to track the following components: school improvement plan and its execution, talent management, academic data, behavior data, and family/community engagement and impact in order to monitor individual students and sub-group performance <i>DSS, MIE, Principal, Assistant Principal, District Coaches</i></p> <p>Continue to provide differentiated on-going professional development targeting instructional best practices determined by classroom walkthroughs, iObservations, and student achievement data. <i>Principal, DSS, Assistant Principal, District Coaches</i></p> <p>Continue to refine the practice of standards based grading and school wide grading policy. <i>Principal, teachers</i></p>	<p>on-going SY19-20</p> <p>on-going SY19-20</p> <p>Summer 2019 SY19-20</p>	<p>% of DSS Salary</p>	<p>Washington will use monitoring systems and tools developed in partnership with the school support team to document feedback/coaching cycles.</p> <p>Professional Development Plan</p> <p>School report cards</p>
Increase Learning Time	<p>Continue to practice the extended day model implemented by the EVSC which increased the school day by 34 minutes every day. <i>Superintendent, Principal</i></p> <p>Continue to provide after-school enrichment and intervention program and academically focused summer school learning opportunities accessible to all students (After School Study Cafe/Summer School). <i>Principal, Coordinator of Family and Community Engagement, Bachelor of Social Work,</i></p> <p>Increase student learning time through adequate and effective use of SEL best practices, including the use of "Regulation Station" to decrease the amount of off-task behaviors and increase student self-regulation.</p>	<p>on-going SY19-20</p> <p>on-going SY19-20</p> <p>on-going SY19-20</p>	<p>% of BSW Salary</p>	<p>WMS master schedule</p> <p>Registration forms and attendance sheets.</p> <p>Sign-in forms for Regulation Station</p>
Create Community-Oriented Schools	<p>Continue to develop/refine the family and community engagement strategies/program focused on academic outcomes for students. <i>Coordinator of Family and Community</i></p>	<p>on-going SY19-20</p>	<p>%DSS Salary %BSW Salary</p>	<p>Family engagement activities</p>



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

	<p><i>Engagement, Director of School Support, Principal, Social Worker</i></p> <p>Continue to strengthen the WMS Site Council to increase the number of community partners working with the school to support student learning by volunteering, mentoring and providing monetary resources. <i>Principal, Coordinator of Family and Community Engagement, Bachelor of Social Work</i></p>	on-going SY19-20	% of BSW salary	Site Council Meeting minutes
Provide Operational Flexibility	<p>Sustain the school support team model and the technical assistance provided by Mass Insight Education in order to keep the operational flexibility needed for Washington (people, time, program, and dollars). <i>DSS, MIE</i></p> <p>Conduct a yearly audit of school readiness based upon Mass Insight's HPHP framework. Utilize audit to inform SIP. Provide feedback to stakeholders. <i>DSS, MIE</i></p>	Choose an item.	%DSS Salary % of MIE contract	School Readiness Audit, DSS Monitoring Tool
Sustain Support	<p>Sustain the School Support Model and support the work of Director of School Support/School Support Team. <i>DSS, MIE</i></p> <p>School Support Team will support school improvement initiatives at the school and district level. <i>DSS, Coaches</i></p> <p>School Support Team will refine sustainable systems to promote teacher effectiveness and student growth. <i>DSS, Coaches</i></p>	Choose an item.	<p>%DSS Salary %MIE contract</p> <p>% DSS Salary</p> <p>% DSS Salary</p>	<p>EVSC Org Chart</p> <p>DSS Monitoring Tool</p> <p>DSS Monitoring Tool</p>

Part 7: Outcome Artifact

Instructions: Schools will be required to produce a tangible "outcome" piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This "outcome" piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible "Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts" should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Identify whether what the school will plan to do will be an "Outcome Affect" for SY 2019-2020 and how this will be aligned to your grant and the key area.

Washington Middle School's Principal Michele Branson-Bopp will continue her blog "The Middle Ground - Deep, (and not so deep) Thoughts on Leadership, Management and Balance" focusing on topics related to school turnaround.

Part 8: Budget SY 2019-2020

Instructions: The budget will be completed in a separate Excel workbook for SY 2019-2020, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.